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ABSTRACT

The major objectives of the projects reported are to reduce dropouts, to decrease suspensions, to increase attendance rate, to increase reading and math achievement, to decrease disciplinary referrals, and to improve self-concept. Three project components are instructional, including personalized instruction in English, mathematics, social studies, and reading; staff development, including curriculum development and human relations training; and student services, including counseling, psychological-physical needs, home visitation, and parental involvement. Findings indicated a 34.4 percent reduction in the dropout rate over a five-year period for Paducah and 16.9 percent at Shawnee for a three-year period. Suspensions are found to be reduced to an acceptable level. Achievement gains in reading and math at Shawnee are seen to be significantly higher in 1973-74. At Paducah, student self-concept is considered to have improved throughout the five-year period, with the exception of 1973-74 at the junior high in Paducah. The document includes abstract, summary, context, program, overall objectives, components I-III, and appendices. (Author/AM)

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ED114448

PADUCAH-LOUISVILLE CONSORTIUM

PROJECT VIII

Focus on Drop-Outs . . . A New Design

FINAL EVALUATION 1973-74

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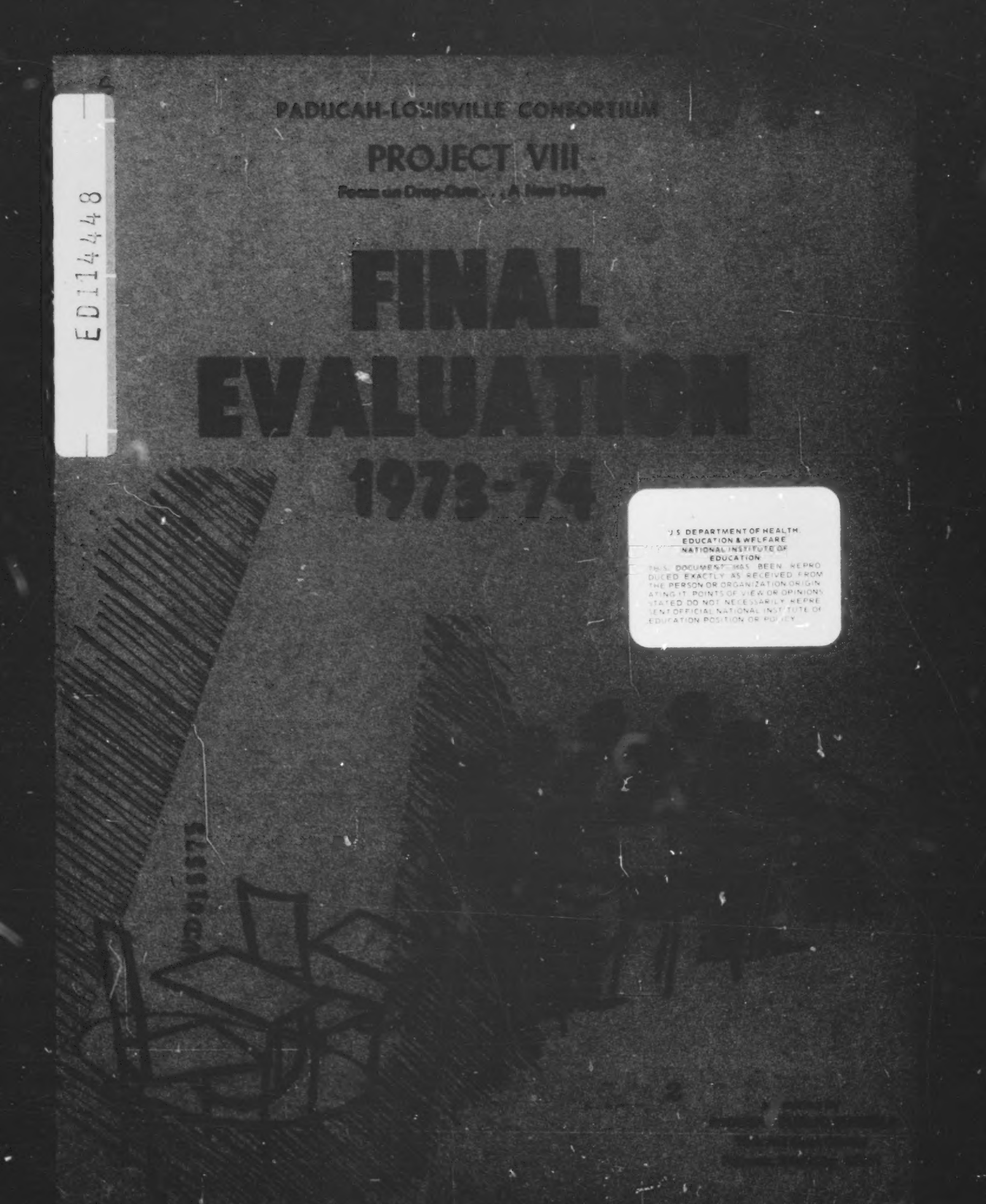

FINAL EVALUATION REPORT
Fifth Year

Submitted by
PADUCAH–LOUISVILLE CONSORTIUM
Project VIII
Focus on Dropouts . . A New Design
Paducah, Kentucky

Submitted to
U.S. Office of Education
Dropout Prevention Programs, Title VIII
Elementary and Secondary Education Act
Grant Number OEG-0-9-270001 3417(281)

W. David Whitehead
_____, Superintendent

Jessie Beasley–Project Director
Evelyn Lyne, Evaluator

July 31, 1974

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DROPOUT PREVENTION PROGRAM, TITLE VIII, ESEA
ABSTRACT OF "PROJECT VIII"
PADUCAH, KENTUCKY

Grant # OEG-0-9-270001-3417(281)

County Served: McCracken
Congressional District: First

LOCALE: Project VIII is a consortium involving the Paducah Public Schools System and the Louisville Public Schools System. Paducah is a small urban community with a total school population of 5063. The population of the target schools for the fifth year of a five-year program is 1881, 38.3% of which is low-income. The target schools in Paducah are one high school and one junior high school. Louisville is a large urban community with a school population of 42,113. The target school in Louisville is one high school located in the western section of the city which is predominantly black. It has a total population of 1744, 34% of which are economically poor (welfare).

PROGRAM: The major objectives of the project are to reduce dropout rates in grades 9-12 in the three target schools, to increase reading and math achievement in grades 7-12, to maintain the attendance level in Paducah and raise it in the Louisville school, to decrease discipline referrals and suspensions, and to improve the student self-concept. The project components are Instructional (personalized instruction in English, math, social studies, reading) Staff-Development (curriculum development, human relations training) and Student Services (counseling, psychological-physical needs, home visitation, parental involvement). In Paducah, the program involves 139 students in grades 10, 11, and 12 and 90 students in grades 7, 8, and 9; in Louisville, it involves 175 students in grades 9 and 10.

SELECTED OUTCOMES: The dropout rate was reduced 34.3% in Paducah over a five-year period and 16.9% at Shawnee (an inner-city school) over a three-year period. Suspensions have been reduced to an acceptable level. Achievement gains in reading and math at Shawnee were significantly higher in 1973-74. Self-concept of the students in Paducah has improved throughout the five-year period (with the exception of 1973-74 at the junior high in Paducah) which probably reflects the influence of human relations training on attitudes and behaviors of administrators, teachers, aides, counselors and students.

FOR FURTHER INFORMATION

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GRANT AWARD:

$390,000	1969-70
$447,000	1970-71
$460,043	1971-72
$420,000	1972-73
$178,000	1973-74

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SUMMARY

The major objectives of Project VIII are (1) to reduce dropouts, (2) to decrease suspensions, (3) to increase attendance rate, (4) to increase reading and math achievement, (5) to decrease disciplinary referrals and (6) to improve student self-concept.

REDUCE DROPOUTS

The overall objective for the project period was a total dropout reduction of 40% for five years at Paducah Tilghman and Jetton (grades 9-12) and 40% for three years at Louisville Shawnee (grades 9-12). The five-year reduction in Paducah was 34.3%, from 7.0% to 4.6%, with an increase of 0.2% in 1973-74 over 1972-73. The three-year reduction in Louisville was 16.9%, from 12.4% to 10.3%, with an increase of 25.6% in 1973-74 over 1972-73. There was a system-wide increase in dropouts in Louisville in 1973-74 but the rate is not available at this time. However, there were 30% fewer dropouts among Project VIII students in Louisville (grades 9, 10) than among the other students in the same grades, 5.1% as compared to 7.3% and 16% fewer in Paducah, 4.2% as compared to 5.0%. Of the 136 students who were identified as potential dropouts in 1968-69, 45% have either graduated from high school or are still in school.

DECREASE SUSPENSIONS

This objective has been met. The suspension rate has been reduced to an acceptable level, 2.7%. During the five-year period, overt malbehavior has come to be viewed as a symptom of a problem either within the student or within the system and solutions have been sought.

INCREASE ATTENDANCE RATE

This objective has not been met. Reducing dropouts and increasing attendance do not seem to be compatible since students are kept on the rolls longer while solutions to their problems are being pursued. Attendance in Paducah has fallen from 94% in 1968-69 to 92% in 1973-74 and from 83% at Shawnee in 1970-71 to 81% in 1973-74. The attendance rate of the Project VIII students has also decreased in Paducah since they have been integrated into the total program. Their attendance rate increased when they were in isolated classrooms and in 1973-74 the Project VIII students at Shawnee, where they are in isolated classrooms, have an attendance rate of 84.2% as compared to 80% for the school.

INCREASE READING AND MATH ACHIEVEMENT

The overall objective of a two months gain was met in grades 9 and 10 in Paducah in both reading and math and was met in 9th grade math at Shawnee. However, the mean gains in both reading and math for the Project VIII students, at Shawnee, were significant in 1973-74: 9th grade, +1.4 GE in reading and +1.2 GE in math; 10th grade, +1.3 GE in reading and +0.6 GE in math. Jetton 9th grade, Project VIII students, Paducah, showed a gain of +1.1 GE in 1973-74 in reading and +0.8 GE in math. Tilghman showed a gain of +.9 GE in reading and +.7 GE in math.

DECREASE DISCIPLINARY REFERRALS

Because of the difficulty in collecting accurate data year to year a decrease in disciplinary referrals to the principals'/deans' offices has not been documented. However, there has been a marked decrease through the five-year period, as reported by the administrators of the three schools. Staff training in the field of human relations brought

about a change in most classrooms in the handling of minor disciplinary problems. The realization that many problems were caused by inappropriate learning activities and materials led to individualizing and personalizing the curriculum thus solving many problems. Minor problems are handled in the classroom or by the curriculum-coordinator at Shawnee. Project VIII provided counselors and home-school coordinators to work with the identified students toward becoming more self-disciplined.

IMPROVE SELF-CONCEPT

The Ira Gordon Self-Concept Scale which was used to measure this objective contains twelve factors (see charts in Overall Objectives). Students at Tilghman showed improvement in eleven of the twelve factors. Students at Jetton showed remarkable improvement in all twelve factors, particularly on those pertaining to academics, through 1973. In the school year 1973-74, there was a sharp decline in all twelve factors. In this school, due to a cut in Title VIII funds, the counseling staff was reduced from four to one half-time counselor. At Shawnee the self-concept of the students as a whole improved in only three factors, declined in the other nine factors and declined one point overall. There has been doubt among the Shawnee staff that this instrument is valid for the black student (Shawnee is 97% black).

ACTIVITIES NOT COVERED IN THE FORMAL EVALUATION

SHAWNEE

The Project VIII (Frederick Douglass) program at Shawnee had its most successful year in 1973-74. The curriculum-coordinator and one aide had been on the staff from the beginning and knew all the students. The eight teachers and four aides showed dedication to their tasks and interest in each

student. (See Appendix J for a summary of the Highlights of the Program and the Awards Day Program written by the curriculum-coordinator).

In response to the court order to desegregate the Louisville schools, the administrative and counseling staff conducted "rap sessions" dealing with feelings and attitudes toward desegregation.

The Shawnee principal has conducted human relations training sessions with the faculty throughout the three-year period.

JETTON

Twenty-two of the identified students tutored elementary students in the ESAA program and 19 students participated in the Work-Study Program.

The TV program initiated at Jetton in 1971-72 and implemented partially through the project is seen in each homeroom daily. It is planned and produced by the students under the supervision of the communications irstructor and many project students take part. This program was described in "The Clearing House" in the fall of 1972 under the title "Tune in TV: Turn On the Pupils".

TILGHMAN

Fourteen sophomores were enrolled in Orientation to Vocational Education.

Eighteen students were enrolled in Distributive Education.

Forty-six students were enrolled for classes at the Trade School in the areas of auto mechanics, machine shop, cosmetology, highway technology, carpentry, welding, electricity, electronics, health career-vocations, service station and welding.

Four students were enrolled in a new class in horticulture.

Many students at Tilghman and Jetton received the services of the Mental Health Department, McCracken County Health Department, Alternative School (funded through Kentucky Crime Commission) and the Adult Learning Center.

CONTEXT

Project VIII operates in two independent school districts in Kentucky: Paducah and Louisville.

Paducah is located in western Kentucky on the southern bank of the Ohio River at the point of confluence of the Ohio and Tennessee rivers, 30 miles above the confluence of the Ohio and Mississippi rivers. The city, founded in 1824, has been very stable in its developmental characteristics. The present population of 31,627, 82.5% white and 17.5% black, represents a 8.3% decrease from 1960 to 1970; however, Paducah remains the fifth largest city in Kentucky.

Small or medium sized industries are the source of income for the majority of people in the area. Incomes are below the national average, however the rate of unemployment is below the national average.

There are 5,063 students enrolled in the district, grades 1-12, which is a slight decrease from last year. Target schools for Project VIII are Paducah Tilghman High School (grades 10-12) which serves the entire city and Jetton Junior High School (grades 7-9) which is located in the downtown area. These schools have a total population of 1,881, 38.3% of which is low-income, 71% white and 29% black.

The need for the program was identified by the Superintendent and members of the Board of Education in Paducah in 1968. In 1969, a study revealed that at least 7% (arithmetic accountability formula) of the students in the junior and senior high schools were leaving school before graduation.

Louisville, with a population of 361,472, is located on the Ohio river which forms the northern boundary of Kentucky and is the largest city in Kentucky. As in all big cities, a large number of Louisville people who are economically well-off have moved to the suburbs leaving the city faced with typical economic, social and educational problems.

There are 42,113 students enrolled in the district grades 1-12, 52% black and 48% white. The target school for Project VIII in Louisville, Shawnee High School (grades 9-12), is located in the western section of Louisville. The neighborhood originated as a settlement at the "Falls of the Ohio" around which cargoes of ships were carried. The homes were previously stately homes of prominent white Louisvillians. Within the past fifteen years the schools and the neighborhoods have changed from all white to predominantly black. Approximately 34% of the families are economically poor (welfare).

Based on a study of the dropouts in large cities, Louisville has the second highest dropout rate in the nation. In 1971, on standardized tests, 74% of the city school children scored below national norms on achievement tests. The delinquency rate is three times that of the county and six times that of the state.

In Louisville the Project was at Male High, Manly Junior High and Tingley Elementary Schools during the first two years of a tentative five-year program. Most of the students at Tingley went to Manly Junior High School, but a very small percentage of the Manly students went to Male High School. This created a major problem in following through with the identified students. The decision was made to

change to schools where the identified students could be followed more easily.

In 1970-71, the dropout rate at Shawnee High increased 17.7% over the previous year. The mean reading achievement on nationally standarized tests was at the 24 percentile in reading and the 16 percentile in math. These factors coupled with strong community interest in improving the image of their neighborhood schools caused the Shawnee Complex to be selected for the Title VIII project for 1971-72.

PROGRAM

Project VIII, a humanistic behavioral science oriented educational program, was designed to attack personal, social, physical and educational problems of children whose previous record of school failure and frustration has indicated high dropout potential.

During the first four years of the five-year period the project operated as a consortium of four institutions: the Paducah Public School System, the Louisville Public School System, Murray State University and a college or university in the Louisville area. (In 1969-71, University of Louisville; 1971-72, Spalding College and 1972-73, Indiana University). During the fifth year (1973-74), the project operated in the Paducah and Louisville Public Schools. The Paducah Board of Education is the Board of Record for the project and has responsibility for all fiscal and administrative matters.

Some advantages of the consortium arrangement include the following: (a) the two universities/college have provided personnel from the education, counseling and psychology faculties to work with the project staff for the mutual interchange of ideas which has resulted in improved Project VIII procedures and changes in the programs of the universities. In preparing teachers for inner-city assignments; (b) the administration for the project is able to work with two systems and exchange beneficial curriculum materials developed at each site; (c) the research desgin at each location has helped in identifying variables relating to school system size which are significant in the degree of success which may be obtained; (d) the dissemination of this type of dropout prevention program is enhanced by its being tested in two quite different situations - one a large city and the other a small city.

Project VIII has three components described as follows:

The Instructional Component, Component I, provided individualized and personalized learning activities for the identified students in the three target schools, Tilghman High and Jetton Junior High Schools in Paducah and Shawnee High in Louisville. The expected outcomes of this component were an increase in reading and math achievement, improved self-concept and improved attitude toward school. Students in this component were identified by the following criteria: (1) reading and/or math achievement at least two years below grade level, (2) absent at least ten days the previous school year or absent 20 days during a two-year period.

In Paducah there were 139 identified students in grades 10, 11 and 12. Title VIII provided a reading specialist, an English teacher who was team leader for teachers working with identified students and one teacher aide. There were 90 identified students in grades 7, 8 and 9. Title VIII provided individualized instructional teachers, and two teacher aides. In Louisville there were 175 identified students in grades 9 and 10. Title VIII provided a team leader, two teacher assistants, and a clerk. There were 117 identified students in grade 9, and 111 identified students in grade 10. Title VIII provided a team leader who worked with both grades, four teacher assistants who worked half day with project teachers and a clerk. Eight teachers were provided through the general fund.

The curriculum coordinator coordinated the activities for the two teams. The aides assisted with instruction under the direction of the teachers with clerical work kept to a minimum. The curriculum coordinator

was responsible for collecting data for evaluation and for working with teachers who had identified students.

Some of the materials provided by Title VIII were high interest reading materials, IPI math, CAI math, simulation games, audio-tapes, video tapes, math aids, communication kits, English kits, film strips, TV equipment, tape recorders, projectors, listening stations, controlled readers, study carrels, paperback books, science materials, social studies materials and notebooks.

The Staff Development Component, Component II, received the greatest emphasis during the first three years of the project. The major thrust during the pilot year and the first year under Title VIII was in the area of human relations. The project then added curriculum development in order to further individualize and personalize the learning experiences.

The Staff Development Component operated under Title VIII in Paducah only during the last two years. The expected outcomes of the Component for the entire Project staff were (a) skill in individualizing and personalizing the curriculum using the concept-based approach and (b) skill in human relations. The criteria for selecting the participants were (1) working directly with identified students, (2) writing curriculum for identified students (3) and having administrative and supervisory responsibilities for identified students.

Project VIII contracted with the Educational Research Council of Cleveland to provide consultants to assist the Tilghman staff in curriculum development and human realtions. The team leader at Tilghman coordinated the services of the consultants.

Some of the materials provided by Title VIII were tape recorders, tapes, TV equipment, and an extensive professional library.

In Louisville, staff development was conducted and evaluated under other funding. Personnel from the Central Office provided the consultative assistance requested by the staffs. At least eighty teachers/staff participated in workshops during in-service days which were under the direction of the principal.

During the summer of 1973, the Project Director and Evaluator conducted a five-day workshop for the Louisville staff. Fourteen teachers, administrators and teacher assistants participated in the workshop in unit writing and curriculum development.

The Student Services Component, Component III, provided for needs of identified students beyond those provided by the Pupil Personnel Services in both Paducah and Louisville. Such needs included health, dental, emotional adjustment, physical, and greater understanding between the home and school. The expected outcomes of this component were decrease in suspensions and disciplinary referrals, improved parent attitude, increase in attendance, and reduction of health deficiencies. This was accomplished through home visits, group and individual counseling, and health services provided by the nurse, community agencies, and private doctors. The criterion for identifying students for this component(in addition to the two for Component I)was behavior: disruptive or aggressive, excessive drug usage, and rejection by peers.

In Paducah, Title VIII provided a home-school counselor, nurse half-time, and clerk at the senior high school; nurse, and aide at the junior high school. In Louisville, Title VIII provided four community-curriculum coordinators half-time.

The home-school counselor at Tilghman high school worked with all identified students and had full responsibility for counseling, home visits, counseling with teachers and coordinating the services of the community agencies. The nurse and nurse's aide screened identified students for physical deficiencies and followed through in getting treatment. In addition, they were available to meet daily health and counseling needs.

In Louisville, each curriculum-community coordinator was assigned a group of identified students for whom he was responsible for counseling, working with teachers, home visits and coordinating the services of community agencies. The school nurse was assisted by the curriculum-community coordinator in getting health deficiencies of identified students corrected when possible.

BUDGET

During the 1972-73 school year Project VIII received $420,000 from USOE Title VIII ESEA funds. During the 1973-74 school year the Project received $178,000 and carried over $8,200 making a total of $186,200. Of the total amount $129,240 was spent in Paducah and $56,960 in Louisville. Of the $186,200, $3,235 was spent for indirect cost, $37,568 for administration, $103,102 for instruction, $13,567 for health services, $1,000 for operation, $13,357 for fixed charges, $12,911 for community services and $1,460 for capital outlay.

The project staff estimated eventual replication cost to be approximately $480 per pupil. This would provide a smaller pupil-teacher ratio, a greater variety of teaching materials and techniques, and dental, medical and psychological care.

PROJECT VIII

OVERALL OBJECTIVES

1973-74

Product Objective I

The dropout[1] rate in the target schools (grades 9-12) will be reduced by at least 8% over the previous year (1972-73).

Measurement Instrument:

Annual Statistical Records of Paducah and Louisville School Systems

Objective was not met.

In the five-year period, the dropout rate in Paducah decreased 34.3%. At Shawnee in Louisville, over a three-year period the rate decreased 16.9%. The goal was 40% but the trend reversed in 1973-74 and an increase in rate was shown in both systems: 2% in Paducah, 25.6% at Shawnee. The identified potential dropouts who were in Project VIII in Paducah showed a dropout rate of 4.2% as compared to 5.0% for other students at Shawnee the Project VIII (Frederick Douglass)students showed a dropout rate of 5.1% as compared to 7.3% for other ninth and tenth grade students.

The slight increase in Paducah could have been influenced by the fact that there was no summer school this year for those students who were near graduation. The increase in Louisville could have been influenced by the new rule whereby a student received an automatic failure after nine truancies in one grading period.

Results are shown in the following table.

---

[1]Dropout - a person who leaves school for any reason except death before graduation or completion of a program of studies who has not attained age 18 and has not transferred to another school.

Annual Dropout Rate

Grades 9-12

Paducah and Louisville

School System	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	3/5 Year Reduction
Paducah	7.0%	6.4%	5.5%	5.2%	4.5%	4.6%	32.8%
Louisville*			12.4%	10.7%	8.2%	10.3%	16.9%

Calculation (1973-74)	Grades 9-12 Shawnee	Grades 9-12 Jetton - Tilghman
End of year membership	1289	1062
Number of dropouts	174	70
Number of graduates	232	377
Arithmetic accountability	1695	1509

$$\text{Dropout rate} = \frac{\text{Number dropouts}}{\text{Arithmetic Accountability}} \quad \frac{174}{1695} = 10.3\% \qquad \frac{70}{1509} = 4.6\%$$

* Shawnee entered the program in 1971-72

Product Objective II

The suspension[2] rate in target schools (grades 7-12) will be maintained at the 1972-73 level.

Measurement Instrument:

Central Office Suspension File

Objective was met.

The suspension rate was reduced to an acceptable level by the end of 1972-73 school year and has been maintained in 1973-74. The larger number at Tilghman is accounted for by the fact that they report all suspensions to the central office while Jetton and Shawnee report only those requiring the attention of the central office.

Suspensions Reported to Office of Superintendent

Paducah - Louisville

School	1972-73	1973-74	Status of Objective
Jetton	0.6% (4/652)	.7% (5/706)	
Tilghman	6.1% (79/1289)	5.3% (70/1324)	
Shawnee	1.4% (21/1547)	1.5% (26/1744)	
OVERALL	3.0% (104/3488)	2.7% (101/3774)	Met

[2]Suspension - temporary dismissal of a pupil from school by duly authorized school personnel in accordance with established regulations for such infractions as: (1) cutting class, (2) fighting with peers, (3) disrespectful behavior to teacher, (4) truancy, (5) stealing, (6) pregnancy, (7) juvenile offenses outside of school, (8) drinking alcoholic beverages, (9) taking drugs - selling drugs, (10) severe emotional disturbances, (11) destruction of school property and (12) abusive language, as recorded in the superintendent's office.

Product Objective III

The 1972-73 attendance rate (grades 7-12, Paducah; grades 9-12, Louisville) will be maintained at Jetton and Tilghman in Paducah and will be increased by two percentage points at Shawnee in Louisville.

Measurement Instrument:

Annual Statistical Records of Paducah and Louisville School Systems

Objective was met at Jetton and Tilghman but was not met at Shawnee.

The principal at Shawnee reports that the attendance records are more accurate this year than last but attendance continues to be one of the biggest problems of the inner-city schools.

Attendance Rate
1972-73 and 1973-74

School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June (2 wks)	Yearly
Jetton											
1972-73	95.3	94.2	93.7	92.7	92.2	91.6	92.7	92.2	92.0	93.5	92.9
1973-74	97.1	94.3	94.4	93.1	92.8	90.2	91.2	92.6	90.7	90.6	92.7
Tilghman											
1972-73	95.9	93.9	93.4	92.7	91.1	90.9	92.2	91.5	91.6	97.0	92.7
1973-74	95.8	93.1	93.5	92.4	91.2	91.2	90.5	90.8	91.4	96.0	92.3
Shawnee											
1972-73	87.2	85.2	84.5	82.1	81.4	84.1	83.3	82.2	80.1	83.6	83.3
1973-74	87.2	82.5	83.5	80.8	79.5	79.6	82.0	80.3	77.3	75.4	81.0

Yearly Attendance Rate
1968-69 through 1973-74

School	Grades	68-69	69-70	70-71	71-72	72-73	73-74
Jetton	7-9	94.0	93.9	94.0	93.0	92.9	92.7
Tilghman	10-12	94.1	94.2	93.3	93.0	92.7	92.3
Shawnee *	9-12			83.0	81.7	83.3	81.0

* Entered the program in 71-72

Product Objective IV

Reading and math achievement (mean) in target schools (grades 7-11) will be increased by at least 2 months for each grade over the mean of the previous year (1972-73) for the same grade.

Measurement Instrument:

Comprehensive Test of Basic Skills (CTB-McGraw-Hill)

Objective was met in grade 9 at Jetton and in grade 10 at Tilghman in both reading and math. It was met in grade 11 at Tilghman in reading only and in grade 9 at Shawnee in math only. Grade 11 at Shawnee was not tested in 1974.

The CTBS was administered the week of March 25 at Tilghman, the week of April 8 at Jetton and the week of April 22 at Shawnee.

Reading and Math Achievement by Grades

Paducah - Louisville

School	Grade	Reading 1972-73	1973-74	Math 1972-73	1973-74	Status of Objective
Jetton	7	6.4	6.2	5.8	5.5	Not met
	8	7.4	6.9	7.2	6.6	Not met
	9	8.3	8.5	8.7	8.9	Met
Tilghman	10	9.9	10.4	10.0	10.2	Met
	11	10.9	11.3	10.8	10.7	Met/reading
Shawnee	9	6.5	6.5	6.6	6.9	Met/math
	10	7.4	6.6	7.7	6.9	Not met
	11	NA*	NA	NA	NA	

* Not tested

Reading Achievement for 5 Year Period

by School and Grade

1969-70 through 1973-74

Paducah and Louisville

Schools	Grade	69-70	70-71	71-72	72-73	73-74
Jetton	7	7.0	6.7	7.1	6.4	6.2
	8	8.3	7.1	7.8	7.4	6.9
	9	8.4	8.9	8.4	8.3	8.5
Tilghman	10	10.9	11.1	10.3	9.9	10.4
	11	12.1	NA**	11.2	10.9	11.3
Shawnee*	9		7.1	7.1	6.5	6.5
	10		8.4	7.1	7.4	6.6
	11		NA	8.8	NA	NA

* Shawnee entered the program in 1970-71

** Not tested

Product Objective V

The rate of disciplinary referrals[3] to the school office in the target schools (grades 7-12, Paducah; grades 9, 10, Louisville) will be reduced by at least 10% over the previous year at Tilghman and Shawnee and in the second semester at Jetton over the second semester of the previous year.

Measurement Instrument:

Discipline Records in the School Office of Each School

Objective was not met.

The collection of accurate data for this objective has been very difficult. The illness and death of one of the deans at Tilghman in 1972-73 school year make these data questionable. The 83 referrals recorded at Jetton for second semester 1973-74 are not accurate as a system was not set up in this school by the new principal and assistant principal. The data from Shawnee are accurate.

Discipline Referrals to School's Office

Paducah-Louisville

School	1972-73	1973-74	Status of Objective
Jetton (2nd sem.)	36.3%(237/652)	11.9%(83/706)*	
Tilghman	20.2%(260/1289)	29.1%(385/1324)	Not met
Shawnee	28.9%(447/1547)	34.2%(596/1744)	Not met

*83 is not an accurate figure

[3]Disciplinary referral - behavior of a student which is wayward, disobedient, truant or of such a nature as to impair the educational process for himself or others and endanger the morals or health of self and others as recorded in the school office.

Product Objective VI

The student self-concept in target schools (grades 7-12, Paducah; 9,10, Louisville) will be at least 2.25 (mean) by April 1974.

Measurement Instrument:

Ira Gordon Self-Concept Scale, "How I See Myself" (scale of 3.0)

Objective was met.

The Ira Gordon Self-Concept Scale was administered to all students at Jetton and Tilghman and to the 9th and 10th grade students at Shawnee in April, 1974.

Even though the objective was met overall, the self-concept scores were lower in 1974 at Jetton on each of the twelve factors of the test than in 1973. The reduction of staff from four counselors to one half-time counselor may have been a factor in this loss. See charts p.p. 23-25.

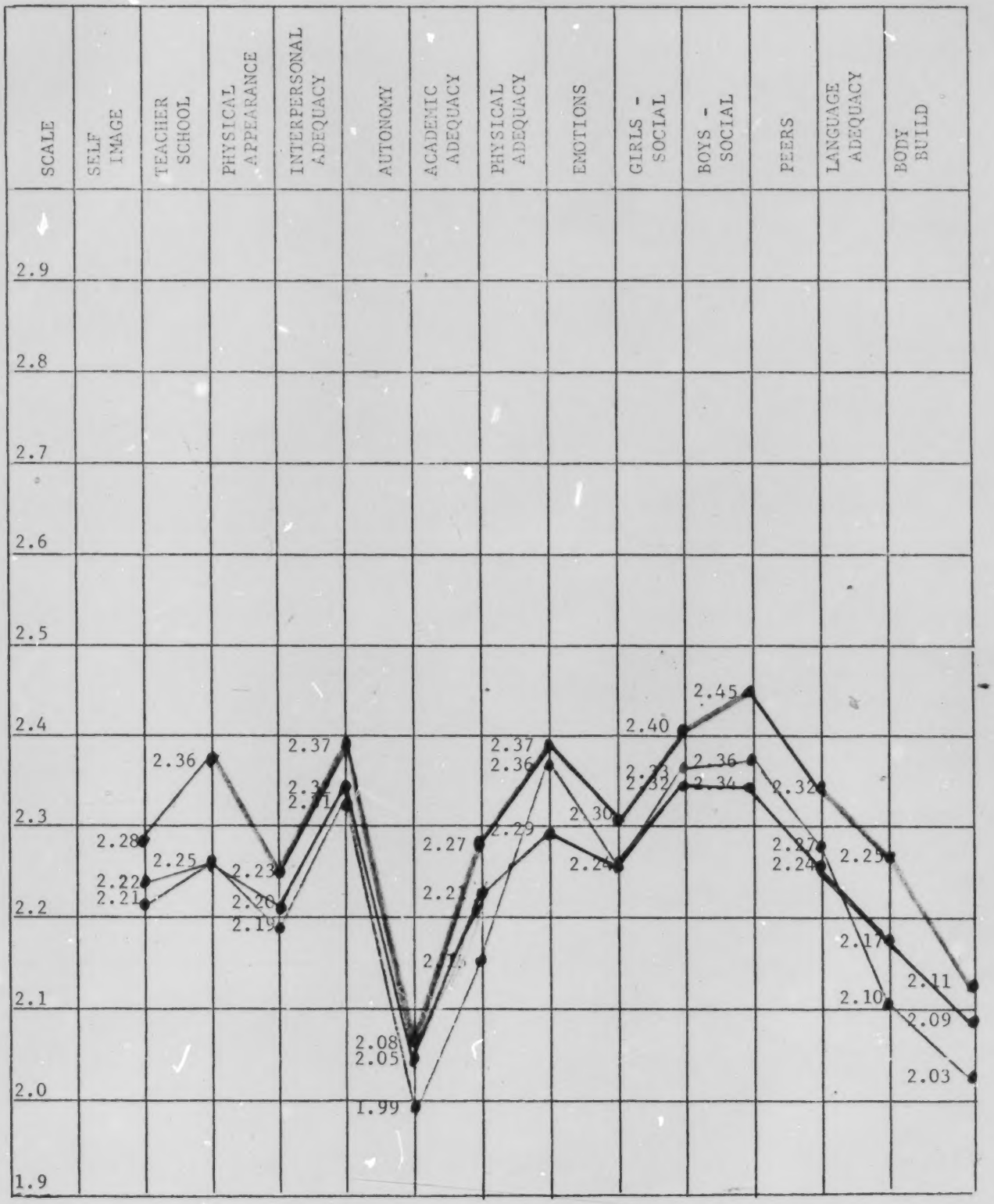
Student Self-Concept Scores
Grades 7-12, Paducah and 9, 10, Louisville
1973-74

School	Grade	# Tested	Score	Status of Objective
Jetton	7	213	2.22	
	8	174	2.22	
	9	202	2.22	
Tilghman	10	390	2.30	
	11	347	2.33	
	12	273	2.39	
Paducah Overall		1599 (85%)	2.29	
Shawnee	9	334	2.22	
	10	255	2.23	
Louisville Overall		589 (64%)	2.22	
Paducah and Louisville Overall		2188	2.27	Met

SELF-CONCEPT

JETTON

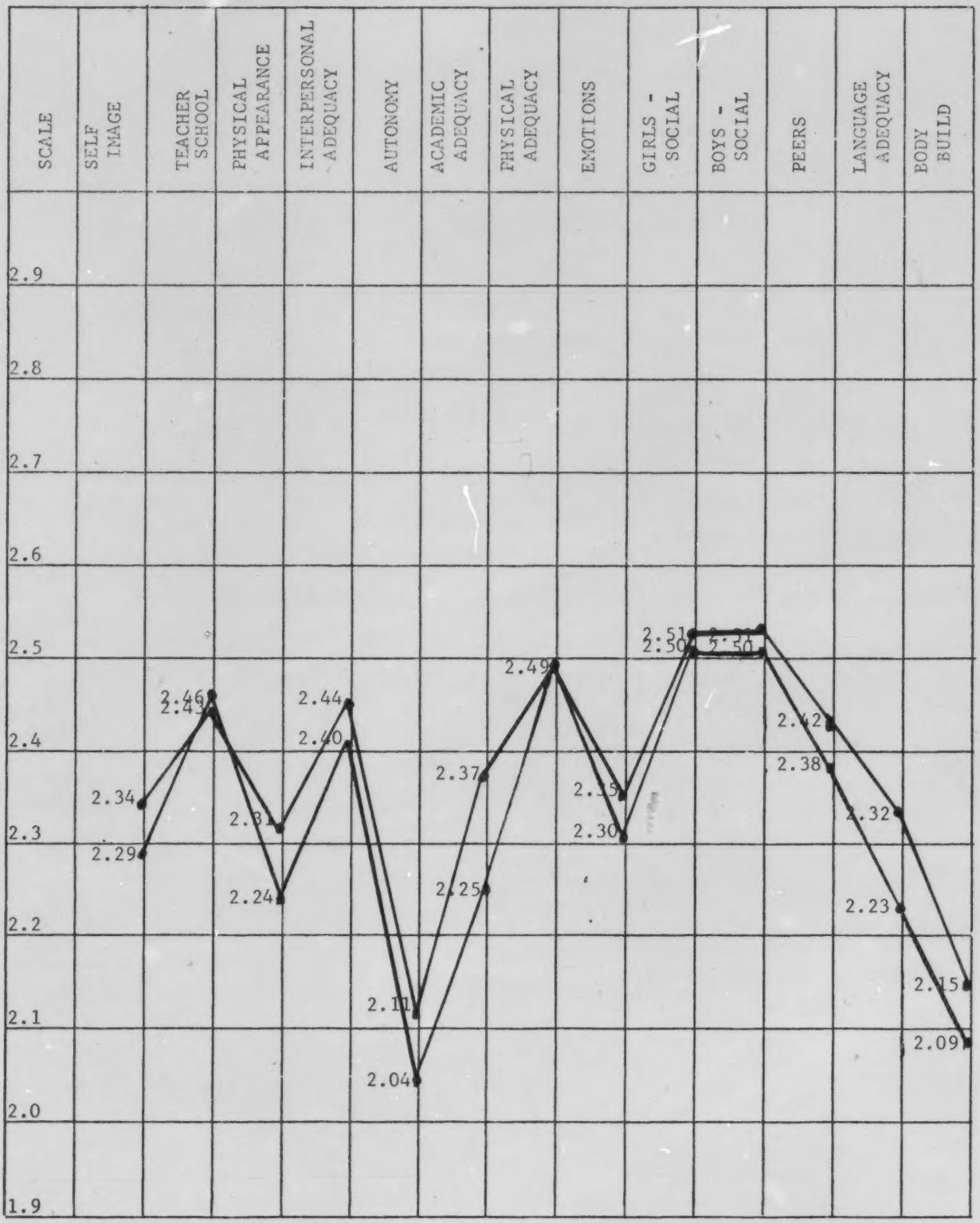
May 1970, May 1973, May 1974



SELF-CONCEPT

TILGHMAN

May 1970 and May 1974



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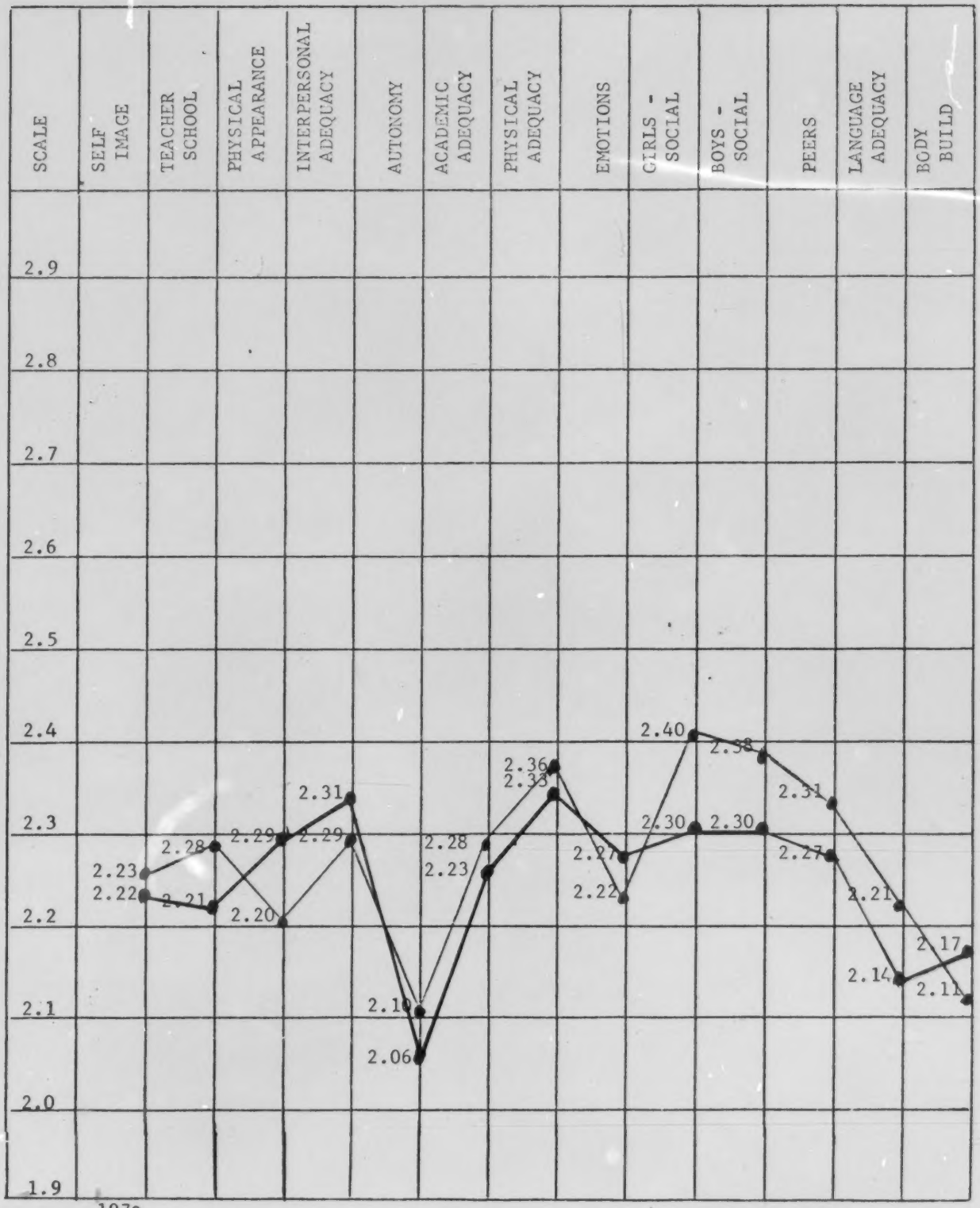
SELF-CONCEPT

SHAWNEE

May 1972 and May 1974



Operational Process

The Paducah and Louisville School Systems will provide extensive services in personalizing instruction, staff training and comprehensive student services for the identified potential dropouts in the target schools during the school year 1973-74.

Measurement Instrument:

Process Objective Reports

Objective was met.

See program description on p.p.9-13 and process evaluation p.p.31-35,38

Management Process

The administrative personnel of the target schools and the project staff will implement, monitor and modify the overall program for the identified potential dropouts in the target schools during the school year 1973-74.

Measurement Instrument:

Administrators' Report

Objective was met.

The director and principals monitored the implementation of the program design. The director met regularly with the project staff and monitored the classrooms to critique the process and modify as needed.

COMPONENT I

INSTRUCTION

Product Objective I

> At least 50% of the identified students in the instructional component (Louisville, grades 9, 10; Paducah, grades 7-12) will show an increase of at least 1.2 grade level in reading and at least a 1.2 grade level in math from March/April 1973 to March/April 1974.

Measurement Instrument:

Comprehensive Tests of Basic Skills and/Criterion-Referenced Tests

Objective was not met overall but there was an overall gain of 1.1 GE. It was met at Shawnee in reading, at Tilghman in 11th grade math on the CTBS and at Jetton in 7th grade on the Gates-McGinitie Reading Test.

The Comprehensive Tests of Basic Skills was administered in Paducah in grades 10, 11 the week of March 25, in grades 7-9 the week of April 8 and in grades 9, 10 at Shawnee in Louisville the week of April 22. The Gates-McGinitie Reading Test was administered as a pre-post test in the reading lab at Jetton. The Criterion-Referenced math tests that were given at Jetton and Tilghman do not show gain by grade level. In the following tables results are shown for reading on all project students and for math on those students enrolled in math classes.

The gains at Shawnee are particularly significant in comparison to overall gain for the school. See graph on page 30.

Overall Reading and Math Grade Equivalent Gains on CTBS

1973-74

Paducah - Louisville

School	Test	Reading Gain				Math Gain				Status of Objective
		Gain	Tested N	Tested %	% w/+1.2	Gain	Tested N	Tested %	% w/+1.2	
Jetton	CTBS	+ .7	67	91	33	+ .6	68	92	32	Not met
Tilghman	CTBS	+ .9	54	63	37	+ .7	24	96	42	Not met
Shawnee	CTBS	+1.4	126	81	58	+1.0	125	80	41	Met/Reading
OVERALL	CTBS	+1.1	247	86	47	+ .8	217	86	39	Not met

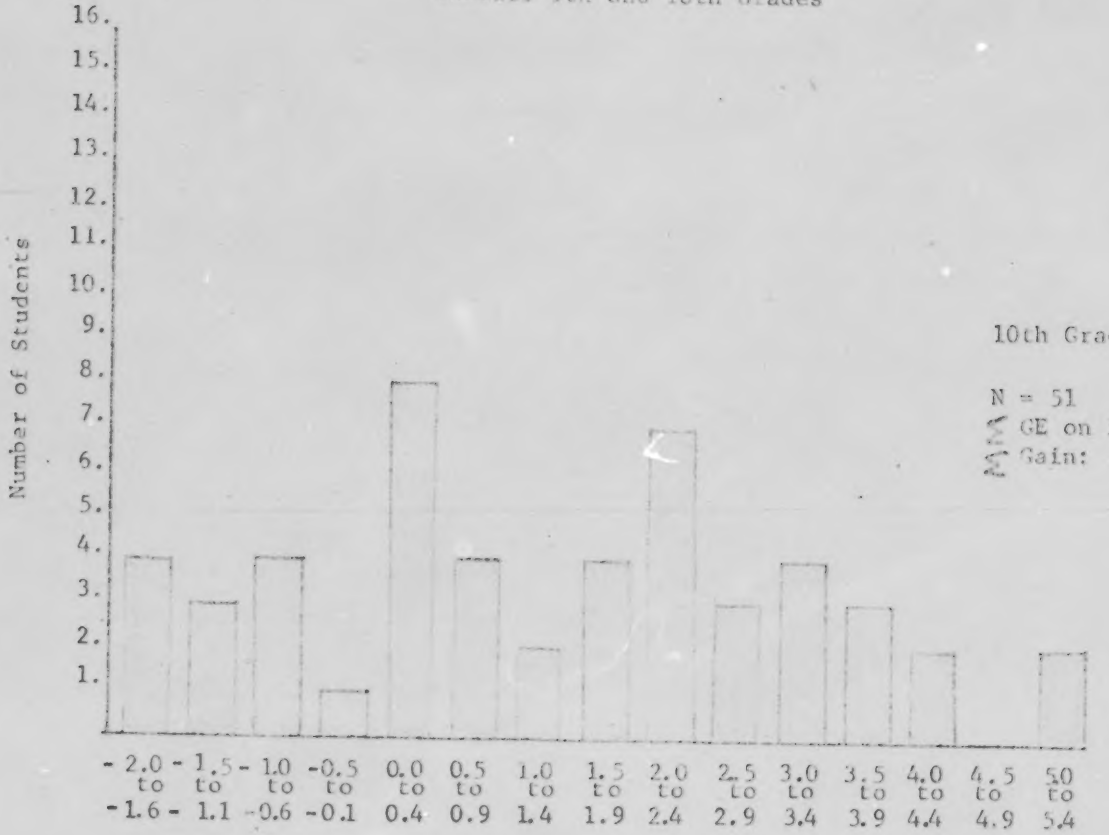
Reading and Math Grade Equivalent Gains by Grades

Paducah and Louisville
1973-74

School	Grade	Test	Reading Gain				Math Gain				Status of Objective
			Gain	Tested N	Tested %	% w/+1.2	Gain	Tested N	Tested %	% w/+1.2	
Jetton	7	CTBS	+ .4	7	88	14	- .2	7	88	0	Not met
		Gates-McGinitie	+2.1	5	63	100					Met
	8	CTBS	+ .2	24	92	21	+ .3	24	92	25	Not met
		Gates-McGinitie	+ .8	11	42	27					Not met
	9	CTBS	+1.1	36	92	44	+ .8	37	95	43	Not met
		Gates-McGinitie	+ .1	11	28	18					Not met
Tilghman	10	CTBS	+ .9	28	100	43	+ .6	19	100	37	Not met
	11	CTBS	+ .8	25	83	28	+1.1	5	100	60	Met/ Math
	12*	CTBS	+2.6	1	13	NA					NA
Shawnee	9	CTBS	+1.4	75	93	61	+1.2	73	90	49	Met
	10	CTBS	+1.3	51	89	53	+ .6	52	91	31	Met/ Reading

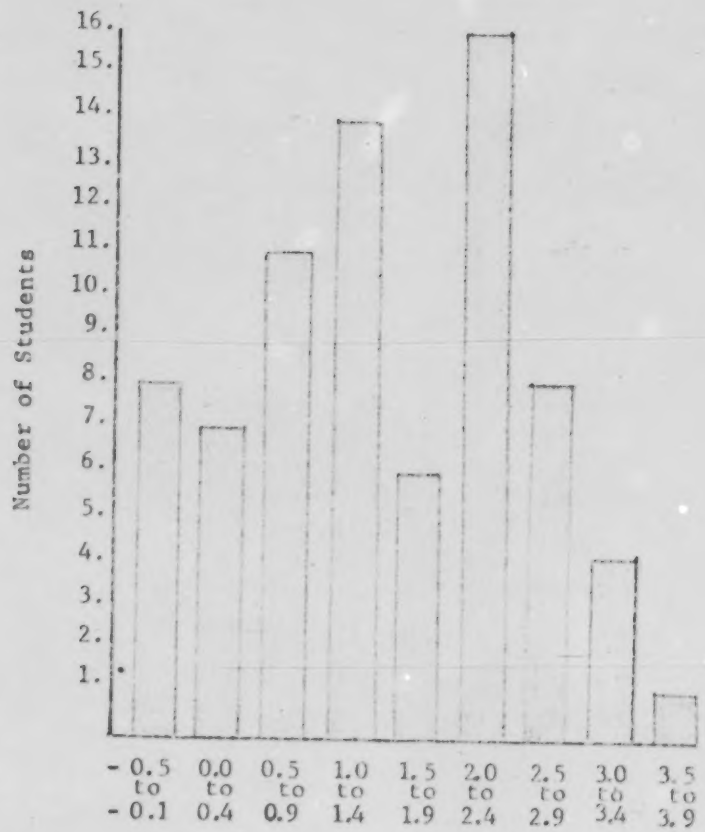
* 12th grade was not tested, one student volunteered

Reading Gains on CTBS
1973-74
Shawnee 9th and 10th Grades



10th Grade

N = 51
GE on Pre-Test: 5.2
Gain: 1.3



9th Grade

N = 75
GE on Pre-Test: 4.0
Gain: 1.4

Process Objective I-A

By the end of September a staff member will have monitored the schedule of each identified student.

Measurement Instrument:

Completed Schedules Submitted by the Staff Member Responsible

Objective was met.

The counselor at Tilghman monitored each schedule as to level of instruction and placement in reading and math classes. The evaluator monitored the schedules at Jetton to get as many identified students as possible enrolled in a reading lab.

The coordinator at Shawnee monitored the schedules to make sure identified students were placed in the project classrooms. The schedules were monitored again at the beginning of the second semester at Jetton and Tilghman.

Process Objective I-B

> The math, English and reading teachers and instructional aides will plan and implement an individualized approach to the curriculum with special emphasis on reading and math for the identified students.

Measurement Instrument:

Staff Quarterly Reports of Activities and Materials

Objective was met.

Quarterly reports were submitted by two teachers and two aides at Jetton, by two teachers and one aide at Tilghman, by eight teachers and four community classroom aides at Shawnee.

The reports show the use of individualized teacher-made math units, IPI math (Jetton), Refresher Math by Stein, individualized units in English, reading, social studies and science (Shawnee), traditional textbooks, games, films, tapes and field trips.

A workshop on writing individualized units was held in August, 1973, for the Shawnee teachers. Each teacher attending developed at least two units which were taught during the year.

A unit on Drug Abuse was developed by the Shawnee Component I staff (see Appendix H) and taught by the social studies and science teachers. A unit on alcohol was written and taught by the 9th grade science teacher at Shawnee. Jetton and Tilghman teachers had received this training previously and continued to develop individualized units.

At Shawnee, reading was emphasized in all classes with the 10th grade English classes devoting one-half of the class period to developing reading skills. (See results in Product Objective I).

An effort was made to schedule the identified students into reading labs at Jetton and Tilghman. Results are shown in the following table.

Percentage of Students in Reading Labs

Pre-Grade Equivalents and Gains on CTBS

Paducah 1973-74

		In Lab			Not in Lab		
School	Grade	%	Pre GE	CTBS Gain	%	Pre GE	CTBS Gain
Jetton	7	63	4.3	+ .4	37	4.7	+ .5
	8	42	4.2	+ .4	58	5.1	+ .1
	9	28	4.6	+ .9	72	5.3	+1.1
Tilghman	10	44	5.7	+1.0	56	6.7	+ .8
	11	44	6.4	+1.1	56	7.4	+ .4

The Jetton ninth grade general math students showed a gain of 1.0 GE while the IPI students showed a gain of .7 GE. There is some question as to whether IPI as it is being taught is effective with low achieving students.

Tilghman math students showed an average gain of 24.5% on a teacher-made pre-post basic skills test.

Process Objective I-C

The curriculum-community aides will spend three periods in the classrooms with the identified students.

Measurement Instrument:

Curriculum-Community Aides' Daily Log of Activities

Objective was met.

This objective was interpreted to mean at least three periods would be spent working with students as opposed to time spent working with parents and in the community. The following table shows how the time of the aides was spent.

Average Hours Per Day by Curriculum-Community Aides

1973-74

Grade	C-CA	Instruction and Counseling	Community	Clerical and Planning
9	Thomas	4.1	2.0	2.1
9	Patterson	4.6	1.6	1.5
10	McMillan (5 mo.)	3.7	2.1	1.6
10	Hill (1 mo.)	3.0	1.4	2.6
10	Robinson (7.5 mo.)	3.4	2.0	2.1

Process Objective I-D

The Component I teachers will monitor classroom atmosphere and relevance of curriculum at least monthly.

Measurement Instrument:

Teacher-Made Student Reaction Forms

Objective was met by two of the twelve teachers. It was not met overall.

(1) Because it was a short month, December was omitted in the feedback requirement

(2) The intent of this objective was to improve teacher awareness of the relevancy of materials and activities and of the affective domain of instruction. This awareness was demonstrated by two teachers who asked for feedback regularly as part of the instructional design.

(3) Six of the eight teachers at Shawnee asked for feedback in every month except February and March. In these two months the curriculum coordinator was trying to set up a system for taping classes and feedback sessions, so the teachers were not asked to use the regular feedback forms - otherwise, these six teachers met the objective. (The taping did not work out).

Student feedback results are shown in the following table.

Student Reaction Form Ratings

1973-74

(Scale of 4.0)

Teacher	Sept.	N	Oct.*	N	Nov.	N	Jan.	N	Feb.	N	Mar.	N	Apr.*	N	May	N
TILGHMAN															**	
Reading	2.9	35	3.3	54	3.4	41	3.5	40	3.1	48	3.3	42	3.4	23	3.7	31
English					3.3	22					3.1	35			3.4	38
JETTON																
Math	3.5	18					**		**		**					
English	3.3	52			3.5 **	27	4.2	87	3.4	26	3.4	26			**	
SHAWNEE																
English 9	2.4	14	3.1	20	3.0	16	2.9	19							3.0	30
Math 9	3.0	27	2.8	24	3.6	24	3.2	25							3.6	9
Soc.St. 9	3.3	29	2.3	25	3.2	15	3.4	18							3.6	12
Sci. 9	3.1	25	absent		3.4	25	3.1	19							3.7	43
English 10	3.3	20	3.1	29	3.6	14	3.0	12							2.9	11
Math 10			2.9	18	2.7	22	3.2	20								
Sci. 10			3.0	19	3.1	24	2.6	38							2.6	13
Soc.St. 10	3.3	18	3.2	24	3.1	11	3.2	20							2.4	11

* Style of Teaching gave student feedback in October and April

** See appendices A, B, C, D, E, F

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Product Objective II

At least 80% of the identified students will show at least a 2.20 (mean) in self-concept by April 1974. (Scale of 3.00)

Measurement Instrument:

Ira Gordon Self-Concept Scale, "How I See Myself"

Objective was not met.

The test was administered to the identified students in the three schools in April 1974. Fifty-two percent scored 2.20 or better with an overall mean of 2.20. The goal of 80% was probably unrealistic since the identified students as a group have a lower self-concept than that of the overall school population.

The self-concept objective was designed so that the test would have to be measured only once this year since the students and faculty had said that it had been administered too many times previously.

Percentage of Students Meeting Objective
and Percentage of Students Tested by School Grade
1973-74

School	Grade	% Tested	% w/2.20	Status of Objective
Jetton	7	88	43	
	8	96	54	
	9	85	35	
Tilghman	10	100	70	
	11	82	61	
	12	88	64	
	OVERALL	88	67	Not met
Shawnee	9	88	61	
	10	80	55	
	OVERALL	85	58	Not met

Process Objective II

At least 90% of the instructional staff will provide a classroom atmosphere that reflects stimulation, encouragement, flexibility and relevant instructional activities as shown by a score of at least 2.1 (overall mean) on a student feedback inventory (scale of 3.0).

Measurement Instrument

Style of Teaching Inventory, William Rogge

Objective was not met.

The inventory was administered in October and May by all teachers at Jetton and by the Level I teachers at Tilghman. It was administered at Shawnee in October and April by the eight teachers who have the identified students for math, English, science and social studies and by five of the teachers of electives.

Out of 60 teachers 87% average 2.1 or better.

Results are shown in the following tables.

"STYLE OF TEACHING"

Inventory

(Scale of 3.00)

Teacher Number	STIMULATING				FLEXIBLE				ENCOURAGING				OVERALL			
	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May
JETTON																
0080063	18	2.42	17	2.10	18	1.97	17	1.79	18	1.63	17	1.65	18	2.01	17	1.85
0080071	19	2.08	10	2.62	19	1.82	10	2.34	19	1.74	10	1.86	19	1.88	10	2.27
0080098	20	2.39	23	2.24	20	2.17	23	2.30	20	1.86	23	2.14	20	2.14	23	2.23
0080144	24	2.62			24	2.36			24	2.11			24	2.36		
0080160	24	2.33	19	2.23	24	1.94	19	1.87	24	1.67	19	1.64	24	1.98	19	1.91
0080187	20	2.14	20	1.91	20	1.61	20	1.55	20	1.52	20	1.56	20	1.76	20	1.67
0080209	9	2.58	5	2.54	9	2.21	5	2.17	9	2.02	5	2.14	9	2.27	5	2.28
0080217	8	2.01	3	2.13	8	2.26	3	2.09	8	2.23	3	2.27	8	2.17	3	2.16
0080241	27	2.46	16	2.47	27	2.41	16	2.21	27	2.12	16	2.04	27	2.33	16	2.24
0080268	9	2.54	8	2.49	9	2.12	8	2.14	9	1.99	8	1.83	9	2.22	8	2.15
0080292	24	2.46	23	2.31	24	2.22	23	2.12	24	2.05	23	1.95	24	2.24	23	2.13
0080365	20	2.39	21	2.30	20	2.15	21	2.13	20	2.02	21	2.06	20	2.19	21	2.16
0080381	13	2.66	10	2.54	13	2.38	10	2.33	13	2.22	10	2.10	13	2.42	10	2.32
0080489	6	2.42	3	2.45	6	2.29	3	2.11	6	2.23	3	2.13	6	2.31	3	2.23
0080667	11	2.66	11	2.45	11	2.12	11	2.20	11	1.95	11	2.07	11	2.24	11	2.24
0080691	17	2.58	16	2.32	17	2.48	16	2.38	17	2.06	16	2.08	17	2.37	16	2.26
0080721	27	2.58	24	2.42	27	2.14	24	2.09	27	1.71	24	1.70	27	2.14	24	2.07
0080772	16	2.39	12	2.32	16	2.33	12	1.92	16	1.95	12	1.96	16	2.22	12	2.07
0080802	19	2.46	17	2.41	19	1.97	17	2.01	19	1.71	17	1.79	19	2.05	17	2.07
0080829	14	2.56	12	2.75	14	2.41	12	2.57	14	2.20	12	2.18	14	2.39	12	2.50
0080845	22	2.39	19	2.36	22	2.13	19	2.22	22	2.14	19	2.28	22	2.22	19	2.29
0080926	20	2.56	16	2.56	20	2.19	16	2.27	20	2.08	16	2.26	20	2.28	16	2.36
0080934	7	2.40	7	2.47	7	2.29	7	2.33	7	2.06	7	2.29	7	2.25	7	2.36
0080942	26	2.60	21	2.46	26	2.47	21	2.52	26	2.11	21	2.27	26	2.39	21	2.42
0080969	23	2.44	25	2.28	23	2.29	25	2.20	23	2.25	25	2.24	23	2.33	25	2.24
0080977	21	2.69	24	2.57	21	2.40	24	2.27	21	2.00	24	2.13	21	2.36	24	2.32
0080993	25	2.60	24	2.48	25	2.17	24	2.20	25	2.15	24	2.19	25	2.31	24	2.29

"STYLE OF TEACHING"

Inventory

(Scale of 3.00)

Teacher Number	STIMULATING				FLEXIBLE				ENCOURAGING				OVERALL			
	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May
JETTON (continued)																
0081043	17	2.33	20	2.25	17	2.07	20	2.12	17	2.06	20	2.12	17	2.15	20	2.16
0081051	24	2.49	17	2.42	24	2.26	17	2.17	24	1.96	17	1.96	24	2.24	17	2.18
0081094	20	2.19	32	2.22	20	2.04	32	2.15	20	1.96	32	1.98	20	2.06	32	2.12
0081108	10	2.46	9	2.27	10	2.36	9	2.26	10	2.23	9	2.31	10	2.35	9	2.28
0081116	23	2.40	16	2.43	23	2.18	16	2.31	23	2.20	16	2.28	23	2.26	16	2.34
0081159	10	2.03	14	2.02	10	1.47	14	1.76	10	1.46	14	1.79	10	1.65	14	1.86
0080233			9	2.28			9	2.07			9	1.92			9	2.09
0081167			25	2.33			25	2.17			25	2.02			25	2.17

"STYLE OF TEACHING"

Inventory

(Scale of 3.00)

Teacher Number	STIMULATING				FLEXIBLE				ENCOURAGING				OVERALL			
	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May
TILGHMAN																
0280348	16	2.58	11	2.46	16	2.13	11	2.15	16	1.93	11	1.96	16	2.21	11	2.19
0280593	21	2.72	17	2.50	21	2.35	17	2.22	21	2.10	17	1.99	21	2.39	17	2.24
0280763	31	2.49	23	2.38	31	2.18	23	1.99	31	1.91	23	1.98	31	2.19	23	2.12
0281263	34	2.76	19	2.72	34	2.67	19	2.66	34	2.41	19	2.40	34	2.61	19	2.59
0281328	18	2.70	24	2.66	18	2.37	24	2.31	18	2.11	24	1.99	18	2.39	24	2.32
0281360	30	2.49	26	2.71	30	2.24	26	2.40	30	1.97	26	2.04	30	2.23	26	2.38
0281387	31	2.53	29	2.57	31	2.19	29	2.29	31	2.07	29	2.01	31	2.26	29	2.29
0281395	15	2.45	13	2.32	15	2.13	13	1.99	15	1.84	13	1.75	15	2.14	13	2.02
0281417	31	2.59	11	2.40	31	2.18	11	2.04	31	1.90	11	1.77	31	2.22	11	2.07
0280682			29	2.57			29	2.52			29	1.97			29	2.35
0281379			28	2.57			28	2.42			28	2.04			28	2.34
0281425			20	2.75			20	2.67			20	2.40			20	2.60

"STYLE OF TEACHING"

Inventory

(Scale of 3.00)

Teacher Number	STIMULATING				FLEXIBLE				ENCOURAGING				OVERALL			
	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May	N	Oct.	N	May
SHAWNEE																
9087133	11	2.51	5	2.13	11	2.33	5	2.04	11	2.16	5	1.88	11	2.33	5	2.02
9087222	21	2.19	12	1.89	21	2.13	12	2.03	21	2.08	12	2.07	21	2.13	12	2.00
9087249	13	2.30	16	2.30	13	2.09	16	2.18	13	2.19	16	2.15	13	2.19	16	2.21
9087273	18	2.25	9	2.54	18	2.22	9	2.26	18	2.12	9	1.80	18	2.20	9	2.20
9087311	12	2.03	13	2.17	12	1.99	13	2.08	12	2.12	13	2.04	12	2.05	13	2.10
9087494	13	2.12	15	2.09	13	1.91	15	1.86	13	1.96	15	1.79	13	2.00	15	1.91
9087680	17	2.48	11	2.52	17	2.27	11	2.35	17	1.98	11	2.15	17	2.24	11	2.34
9087745	23	2.54	22	2.46	23	2.25	22	2.22	23	1.96	22	1.88	23	2.25	22	2.19
9087788	17	1.95	12	1.88	17	2.00	12	2.18	17	2.02	12	2.18	17	1.99	12	2.08
9087834	10	2.11	12	2.07	10	1.92	12	2.07	10	2.04	12	1.99	10	2.02	12	2.04
9087125			4	2.28			4	2.07			4	2.23			4	2.19
9087648			11	2.10			11	2.13			11	2.06			11	2.10
9087842			23	2.32			23	2.04			23	1.70			23	2.02

Management Process

The director, principals and other administrative personnel will identify and place students. The principals, director and evaluator will monitor the process.

Measurement Instrument:

Evaluator and Director's Quarterly Reports

Objective was met.

The director, principals and counselors identified and placed the students in June and July 1973. The director had regular meetings with the principals and with the Component I staff. The classroom of each teacher was monitored monthly by the director. This was followed by a conference with the teacher.

The evaluator collected data on the instructional product and process objectives and held a conference quarterly with each teacher. Conferences were also held regarding reporting forms and process at the beginning of the year.

Through these conferences the director and evaluator were aware of highlights as well as problems.

COMPONENT II

STAFF DEVELOPMENT (Tilghman)

The implementation of this Component was delayed to the second semester due to a change of administration at Tilghman.

Product Objective I

> The Level I teachers of English, social studies and reading for the identified Component I students will critique, revise, rewrite individual learning packets/ units developed during 1971-72 and 1972-73.

Measurement Instrument:

Revised Packets/Units

Objective was met by one teacher.

The reading teacher submitted eight units to the ERC consultant for critiquing, changes were made and the units are on file. This teacher developed a new unit during the last semester to be used in 1974-75.

Process Objective I

> The curriculum consultant will work ten days throughout the school year with the Level I staff to critique and revise the learning packets/units.

Measurement Instrument:

Coordinator's Activity Report

Objective was met.

Consultants from Educational Research Council, Cleveland, Ohio, have worked with the superintendent, principals at Jetton and Brazelton Junior Highs and Tilghman High, staff members at Tilghman and community leaders. The following chart shows the scope of this activity.

Date	Consultant	Personnel Involved	Content
Dec. 17-19	B. McCabe	Bass, Waltman, Ladd	Leadership, Phase Elective English
Jan. 11	B. McCabe	Tilghman English Faculty	Phase Elective English
	W. Hale	Tilghman Math Faculty	Program Review
	G. Day	Tilghman Science Faculty	Program Review
	R. Armour	Tilghman Administrators, Deans, Counselors	Program Review
Feb. 19-20	R. Armour	Black Staff Members, Community Leaders, and System Administrators	School-community relations and effect on curriculum for minority students
Mar. 26, 27	"	" " "	" "
Apr. 23, 24	"	" " "	" "
May 21, 22	"	" " "	" "
June 18, 19	"	" " "	" "

Product Objective II

During the school year, selected teachers will develop a pilot curriculum using the causal approach to education.

Measurement Instrument:

Completed Documented Program

Objective was met.

This unit was completed in August, 1973 by two Tilghman English teachers. It was critiqued by the ERC consultant, revised and was taught by one of the teachers second semester. A copy of the unit is on file. See Appendix I for reactions of eight students on the final evaluation form developed as part of the unit.

Process Objective II

A consultant will work five days throughout the school year with teachers to develop and critique the pilot curriculum.

Measurement Instrument:

Coordinator's Activity Report

Objective was met.

Date	Consultant	Personnel	Content
Dec. 17	Dee Beck	Waltman, Ladd	Analyzed concepts, objectives, and learning activities of the unit.
Jan. 11	Dee Beck	Tilghman Staff	Human Relations
Feb. 15	Dee Beck	Tilghman Staff	Human Relations
Jan.-June	R. Armour (See chart for Process Obj. I)	Administrators, Staff, Community-Leaders	Human Relations and curriculum

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Product Objective III

The teachers of Component I students will show an increase of at least .05 on the encouragement factor of the "Style of Teaching" Inventory.

Measurement Instrument:

"Style of Teaching" Inventory, William Rogge

The process for this objective was not implemented.

Process Objective III

A consultant will work ten days with the staff in the field of human relations.

Measurement Instrument:

Coordinator's Activity Report

Objective was not implemented.

There was a change in administration at Tilghman and the emphasis for this year was shifted toward program review and assessment of needs.

Management Process

The director and principal will monitor the activities of the component, discuss problems encountered and strategies to resolve them as shown by the director's report.

Measurement Instrument:

Director's Calendar of Activities

Objective was met.

The director met with the principal and superintendent to modify the staff development plan. It was decided at the beginning of the year to delay the implementation of this Component to the second semester to lay broader plans for a contract with ERC that would extend into the school year 1974-75.

COMPONENT III

Student Services

Product Objective I

The identified students at Jetton and Tilghman and the ninth grade at Shawnee will demonstrate at least a 10% decrease in rate of disciplinary referrals in 1973-74 over 1972-73 for the same students.

Measurement Instrument:

School Disciplinary Files

Objective was not met.

See comments on Overall Product Objective V.

Disciplinary Referrals by Schools for Identified Students

1972-73 and 1973-74

School	# Students	1972-73 # Students w/Referrals	1972-73 # Referrals	1973-74 # Students w/Referrals	1973-74 # Referrals	Status of Obj.
Jetton	82*	29	80	27	65	Met 19%
Tilghman	139	32	50	57	120	Not met
Shawnee	93	13	18	17	24	Not met
Overall	314	74	148	101	209	Not met

* Seventh grade is omitted - lack of baseline data

Product Objective II

The identified students will demonstrate a decrease in rate of at least 25% in suspensions (total) in 1973-74 over the rate of suspensions in 1972-73 for the same students.

Measurement Instrument:

Central Office Suspension Files

Objective was met at Shawnee but was not met overall.

Suspensions are no longer a problem. The 25% reduction objective was not realistic. The target schools have developed other means of handling discipline problems.

See comments under Overall Product Objective II.

Suspensions Reported to Central Office

1972-73 and 1973-74

School	# Students	1972-73 # Students w/Susp.	1972-73 # Susp.	1972-73 Rate	1973-74 # Students w/Susp.	1973-74 # Susp.	1973-74 Rate	Status of Objective
Jetton	82	1	1	1.2%	2	2	2.4%	Not met
Tilghman	139	12	13	9.4%	18	19	13.7%	Not met
Shawnee	175	7	7	4.0%	2	2	1.1%	Met
Overall	396	20	21	5.3%	22	23	5.8%	Not met

Product Objective III

The 1973-74 attendance rate for the identified students will show an increase of at least two percentage points over the attendance rate for 1972-73.

Measurement Instrument:

School Attendance Records

Objective was not met.

There was a slight increase in attendance at Jetton but a decrease at Tilghman and Shawnee. In attempting to hold students in school, they are not dropped from the enrollment for truancy as soon as in past years.

Four-Year Attendance Rates for Identified Students

1970-71 through 1973-74

School	1970-71	1971-72	1972-73	1973-74	Status of Objective
Jetton	89.5	87.7	92.1	92.4	Not met
Tilghman	92.8	90.6	87.3	84.4	Not met
Shawnee	86.4	87.0	89.4	87.0	Not met

Shawnee had hoped to reduce the incidence of tardies second semester over the first but this goal was not met.

Tardies - Shawnee

1973-74

Grade	1st Semester	2nd Semester
9	13.9%	14%
10	20.3%	20.9%

Process Objective I, II, III-A

By the end of October, counselors or other staff members will have at least one counseling contact with at least 90% of the identified students and will have contacts (individual/group) throughout the year as needed.

Measurement Instrument:

Monthly Reports of Counselors, Teachers, Work-Study Director (Jetton), and Curriculum-Community Aides

Objective was met.

The counseling staff for the identified students at Jetton was reduced from three to none because of a cut in Title VIII funds. The students were distributed in regular classes so the contacts reported were by the school half-time counselor, work-study director, two ninth grade teachers and one aide. There probably were contacts that were not reported.

Percentage of Students Counseled

1973-74

School	October	1st Semester	Year	Contacts per Student	Status of Objective
Jetton	76%	84%	86%	1-352	
Tilghman	100%	100%	100%	2-124	
Shawnee	92%	100%	100%	4-128	
Overall	91%	96%	96%		Met

Process Objective I, II, III-B (Louisville)

The home-school coordinators (curriculum-community-aides) will visit the home of each identified student at least three times and have at least three other contacts with the parents of each student (three home visits and three other contacts).

Measurement Instrument:

Curriculum-Community-Aides' Daily Log of Activities

Objective was not met as stated. It was met beyond the minimum requirement for problem students. Due to illness the 10th grade had only one aide for about half of the year.

The curriculum-community-aides called the homes of the absentees daily, made home visits re/absenteeism, tardiness, classroom work and behavior. They also contacted appropriate community agencies, picked up students on occasion and brought them to school or took them to ballgames.

A questionnaire (Appendix G) was presented to the parents at the end of the year for their rating as to the worth of the program. Results are shown in the following table.

Three Home Visits and Three Other Home Contacts by Curriculum-Community-Aides
1973-74

Gr.	# Students	# C-C-A	Home Visits %/w 3	Home Visits # per stu.	Other Contacts %/w 3	Other Contacts # per stu.	Status of Objective
9	93	2	94.3	6.8	80.	9.0	Not met
10	73	2	57.5	4.4	53.4	7.2	Not met

Parent Questionnaire (Scale of 3.0)
1973-74

Grade	N.	Mean	# Yes (Question # 4)
9	77	2.7	76
10	28	2.4	25

Process Objective I, II, III-C (Tilghman)

The home-school counselor will make parent contacts (home visits/telephone, etc.) as the need arises (home-connected problems).

Measurement Instrument:

Home-School Counselor Daily Log of Activities

Objective was met.

Due to a reduction in staff at Tilghman, the home-school counselor's services were needed in the area of group and individual counseling with first priority to identified students but also with other students with problems. This counselor also monitored classrooms of the identified students and conferred with community agencies as the needs arose. Consequently, very little time could be used for home-visits. A breakdown of these activities is shown in the following table.

Home-School Counselor Activities

1973-74

Students	Home Visits	Parent-School Visit/ Tel.	Tel. to Pt.	Conf. w/ Other Agenc.	Group Couns.	Ind.Couns. *SI	Ind.Couns. *CI	Tel. to Stud.	Tea.-Couns. Cont.	Stud. Monit. in C/rm.	Conf. w/ Nurse	Couns. Adm. Conf.
Identified	11	73	75	157	92	673	1396	14	576	136	180	191
Other	0	5	7	26	46	97	546	5	34	0	2	16

* SI - staff initiated
CI - child initiated

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Product Objective IV

From October 1973 to May 1974 at least 75% of the identified students who have health deficiencies will move in a positive direction in at least one area.

Measurement Instrument:

Locally Developed Health Checklist

Objective was not met.

The correction of many of the deficiencies was under the jurisdiction of the parents and so the project could not take the necessary steps for correction. There were instances where the project could have been helpful but the help was refused by the student.

Improvement in Health Deficiencies

1973-74

School	# Students	# w/Deficiencies	% Improvement	Status of Objective
Jetton	90	79	73	Not met
Tilghman	139	24	67	Not met
Shawnee	175	45	53	Not met

Process Objective IV-A

> By the end of October 1973 the nurse at Jetton will have screened all the identified students for health deficiencies (hearing, vision, dental, etc.). The nurses at Tilghman and Shawnee will follow-up on the students' health problems from the previous year's checklist.

Measurement Instrument:

Nurse's Daily Log

Objective was met.

All students except two were screened at Jetton by the end of October. These two were screened early in November.

Lists of deficiencies were compiled for Tilghman and Shawnee by the evaluator and delivered to them at the beginning of school, August/September, 1973. Tilghman - 25 students and Shawnee - 45 students.

Process Objective IV-B

> One hundred percent of the identified students referred to the nurse will receive treatment, counseling or education or will be referred to the proper medical agencies.

Measurement Instrument:

Nurse's Daily Log

Objective was met.

The nurses' records show the names, dates, nature of illnesses, treatment, counseling or doctor referrals on each student referred to them.

Through the program dental services (Paducah), optical services, clothes, lab work and doctors' fees (Paducah), were provided for those

students whose families were not financially able to provide for these needs. At Shawnee medical and dental services were provided by public agencies. The project aides provided transportation. The project paid for glasses and clothing for identified students.

The nurse at Jetton conducted a Weight-Watchers program and worked with the girls' physical education teacher on an alcohol program (see Appendix C).

Cases Treated or Referred to Other Agencies

1973-74

School	Total # Cases	# Dental	# Glasses	Dr. Referrals	# Clothes
Jetton (full-time nurse)	1126	31	1	26	33
Tilghman (half-time nurse)	861	25	3	7	4
Shawnee (school nurse)	131	*		*	17

* Record of the number was not kept

Management Process

The principals of the target schools and the project director will monitor the program, provide support for operations, and modify the program when data warrant.

Measurement Instrument:

Director's Calendar of Activities

Objective was met.

The director met at least monthly with Component III personnel and the principals to monitor the program and modify as needed.

Student Reaction To Two Junior High Math Programs

Eight of the students in a 9th grade General Math class had also had IPI math, so they were asked the following question by the teacher: After having IPI and General Math which do you prefer and why?

The responses were as follows:

IPI - 3 students

Reasons:

(1) "Like the way we went from money and into something else - not on the same thing".

(2) "Easier to understand - work at own speed".

(3) "It was fun - easy".

General Math - 3 students

Reasons:

(1) "In IPI you always got something else to do. Too much 'procedure' work".

(2) "Like to have homework. You go through a subject in IPI without really explaining it".

(3) "You work with a group of people".

No Choice - 2 students

Reasons:

(1) "The way we work is almost the same and the work is almost of the same base".

(2) "IPI class controls their behavior better - got to know my General Math teacher better.

Appendix B

Student Reaction to Unit on "Games People Play" from record, filmstrip, and book, Why Am I Afraid to Tell You Who I Am?

At first when we started this unit I felt it would be hard. But very soon I found it wasn't hard at all. At times, like when we were acting I felt good. But when we were watching "My Old Man" I didn't really quite understand the film. Now that we have finished I think I understand it better. I also now know that I and some of my friends play many of these games.

K.A.

I feel really good about what we did. It helped me learn about me and the people around me. I used to think that people were just the way they were, but I know now that there are reasons for the way people act, and the way I act too! It's fun to be able to see the different games that all of us play. Now I am glad that we did this and I really feel good about it.

P.H.

I really think this unit will help me understand why people do things--I am already relating it to many of my friends. When we started this unit, I thought 'Oh no!' I thought you might just be telling us this because the film really didn't make too much sense to me. Then when we started acting and talking about it, it just came to life. Although the film showed many roles people play, I found many more !!

L.R.

When you first told us about this unit I thought 'Oh Brother, would this be boring!' It was awful till we got to where we did our skits, then it all became very good. I started liking it, and it was lots of fun. I learned a lot about this unit, and it was a most exciting unit.

M.L.

When we started the games, I felt silly. I felt embarrassed when we did the first play. Then it got to where I wanted to do it, and I wasn't ashamed after we did the second play. I felt like telling the things that I do and the games that I have played so far in my life. And I hope that I can change.

M.F.

When we started this unit, it was boring because we kept on seeing the same thing over and over again. I also got confused on some of the words, but finally I learned what they meant. When we were in groups doing those skits, I felt relaxed. Now I feel kind of guilty for not putting more effort in the discussions we had.

P.H.

I feel I have learned a lot more in English this year--especially about the games people play. I now know what my parents didn't learn when they were in school. So I'm glad I learned it now.

L.R.

I really felt kind of dumb when we were playing, but I found out that it's not really so funny.

S.D.

This was really a great session because I really think I understand some of the things I do better because of it. I didn't talk much because I find it hard to express my feelings in a group like that. I just hope I can use what I've learned as I go on.

R.W.

I felt sort of embarrassed when we acted out the skits. I felt contented when I learned to deal with some of my problems! I still feel determined to overcome the games I play. There are some cases where I feel tempted to give my opinion, but I can't sometimes.

R.L.

Sometimes I felt bored and then sometimes I felt excited. Some of the words confused me, but I think it will help me a lot because about 2 or 3 years ago I was very shy and didn't say much, but I think I'm out of that stage now.

D.P.

I felt embarrassed some of the time when I saw myself playing that game. Sometimes I felt confused because I didn't know what some of the games were. Sometimes I felt jealous of some of the emotions other people have.

B.P.

It taught me a lot about myself and others.

L.R.

I feel like I've learned a lot. I like the way we acted, but when we kept on looking at the film over and over I got so bored. But I love it in a way. I've learned so many things that I never knew about before. Now I understand it all!

L.T.

I learned that I need to stop playing these games because of the effect they have on others.

J.A.

I feel you should expose this to the eighth graders you have each year. They would be able to understand why people treat others the way they do.

S.V.

I think what we did was very interesting, and it really made me think. I really learned a lot from it....

P.H.

I felt foolish to think of the games I was playing and dissatisfied because Mr. Yates messed up our play. It felt good to learn about the games people play.

D.M.

I have been judging people by their looks. Now I know that I shouldn't.

K.F.

I was stunned to see all the games that I was playing. I realize now how silly they really are.

D.T.

To tell the truth, I have played some of the games, but I have not really known it. But I do now, and I am glad. You know, I see people all around me play these games, and I think about it.

C.F.

.....I liked doing it, and it made me think of the games I played myself. I got a lot out of it, and I saw myself in so many of them.

B.J.

I liked the unit because I learned a lot about myself and others. I know it will help me for the rest of my life. I am going to try to change for the better. It was one of the best things I have ever learned in school, and that is the truth. I will tell my children about this so they will know earlier.

D.D.

I felt bitter with myself to find a few of the games described me.

M.C.

I feel that the unit was a very good unit, and I learned a lot from it. It almost told me every answer I want to know.

B.B.

Before we started on "Games People Play" I felt bad about being afraid to tell my feelings.

R.V.

I felt that it was boring at first, but I was surprized at all the games that concerned me. It was pretty fun after the first day. I learned quite a lot.

T.H.

Before we started on the "Games People Play" I knew that I did some strange things, and I didn't know why I did some of them--like acting like a clown with some people. It is hard for me to be serious, so I just act silly. Now I know that I acted silly because I was afraid to be serious.

D.H.

I liked the unit on the games. I learned some of them but not all of them. I play some of them myself.

H.J.

When we began I was bored, but after we really got started I got interested. I found myself placing me in the games. I have done quite a few of them.

G.H.

It was kind of nice for us to know all of the games people really do play. It seemed funny to know all of the games that I play. It made me feel guilty when we talked about a few of the games that we talked about.

E.B.

Well, when I first started, I felt annoyed, but as I bared with it, it started looking good---like I started being able to face myself and know what I really look like to other people.

D.K.

I have never ever been as open in expressing my feelings to anyone, and something like this unit is really what I need and everyone needs to understand others as well as ourselves. All I can say is that I really looked at others and myself. If this work doesn't help, nothing will!

T.G.

Since we have been studying all the games people play, I felt bored but then it started to get a little more interesting. I was beginning to see that I as well as others played those games. I never really thought about people as playing "games". I just thought that they had funny ways or something. I am glad now that I know about the games people play.

D.J.

I was nervous when we first started talking about "games people play" because I thought "Oh, no, Mr. Yates is going to embarrass me by using me as an example." But later on and now I feel comfortable because I've learned about something that maybe I never would have been able to admit to myself--<u>that I play games too</u>!

A.W.

I felt embarrassed because I feel we really don't know each other as well as we should. I felt happy those days we saw the filmstrip and a little sad because a bunch of them described me.

B.N.

I think that studying the "games people play" could help a lot of people. They worry about teaching us everything but things that can help us personally---they are scared to face students as human beings. They say, "That's for the parents to do" when most of them are parents themselves, and they don't even teach their own kids these games in the right way.

F.B.

I enjoyed talking about the games people play because what we are talking about is true...Some people I know play those exact games. I feel that everybody plays those games---even I have, and I find it hard to admit the truth about myself.

R.J.

Appendix C

1974 Alcohol Program

Jetton Junior High School

The school nurse and physical education instructors recently conducted a two week alcohol education program at Jetton Junior High School. The theme of the program was, "What will your decision be about alcohol?"

The classes met in the library during the regular physical education time. The girls met the first week and the boys met the second week.

At the beginning of the program, a questionnaire was given to each student to determine his knowledge and feelings about alcohol. After this, a filmstrip giving facts and statistics about alcohol was shown.

During the next session, a short movie dealing with the reasons for drinking was presented, a class discussion followed. Situations which teenagers might find themselves in were emphasized.

Alcohol counselors from Department of Mental Health were asked to speak at the third meeting. They brought an excellent film explaining alcoholism and the psychological aspects of drinking. Much of their talk centered around the help available for problem drinkers and their families.

To climax the program, State Trooper Walter Adcox was asked to present an assembly program on drinking and highway safety. He also demonstrated the breathalizer machine.

It is felt that the information learned in this program will be beneficial in helping the boys and girls make intelligent and mature decisions concerning alcohol.

Weight Watchers Program

The nurse at Jetton with the help of a nurse from the Health Department conducted a weight watchers program for 16 girls. They met weekly for six weeks and were weighed weekly. The school cafeteria cooperated by fixing a special plate for these girls and permitting them to eat before other students came in.

There has been sufficient interest shown by other students to start a new group during the second semester.

Appendix D

Rating of Activities
(Response of 22 students)

Check each part in as many blanks as you need to state what you feel:

	Enjoyed the most	Had the greatest value	Should have spent more time	Enjoyed the least	Was of least value
1. Dialects, Standard and Non-Standard English "The Dialect of Black Americans"	1	4	8	6	4
2. Parts of Speech Nouns, Verbs, Pronouns, Adjectives, etc.	0	2	2	15	2
3. Plays -- "The Devil & Daniel Webster", "Richie" "Twelve Angry Men", "Brian's Song", "American Graffiti"	18	6	7	0	0
4. Short Stories (textbooks, magazines, paperbacks)	12	8	6	1	1
5. Poetry (unit Mr. Collie did)	2	5	7	9	6
6. Games People Play (Why Am I Afraid To Tell You Who I Am?)	12	10	4	1	0
7. Novel The Twenty-third Street Crusaders, The Outsiders	14	6	6	1	1
8. English Grammer -- English Textbooks (pronoun-antecedent, subject-verb agreement sentences)	0	2	9	14	1
9. Individualized English (working on cards)	1	6	7	12	2
10. Capital Letters and Punctuation (packets)	0	6	5	10	3
11. Spelling	5	5	10	8	0
12. Letter Writing (Business, Friendly, Bread & Butter Notes, etc.)	4	9	8	8	0
13. Creative Writing (Free Writing - Writing with Focus	10	10	6	4	0
14. Free Reading Time (supplementary books) "Scope" "Read"	14	9	5	1	0
15. Movies -- "Dr. Heidegger's Experiment" "Family Problems" "People Next Door" "My Old Man" "Love" "Dating"	19	7	5	1	1
16. Class Discussions -- Class Problems "What Teenagers Want To Know", "Personal Problems", "Gossip"	18	7	7	0	0

Appendix D (continued)

This Class
(Response of 100 students)

Try to answer these statements based on how you really feel, not as you would like to feel:

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Has helped me to better understand myself and others	1	1	20	35	36
2. Has helped me speak out and share my feelings	4	13	20	40	22
3. Has helped me feel more confident of my ability to do things	2	8	22	43	22
4. Has helped me to be a critical thinker (one who questions and analyzes what is read, heard and seen)	3	7	44	27	18
5. Has caused me to enjoy reading more than before	7	12	21	33	25
6. Has helped me accept and get along better with other people even though I consider them different	3	7	18	45	28
7. Has helped me become a more sensitive listener to my friends - concerned with their rights and feelings	1	3	29	34	32

8. In general, how good a class is this?
Circle a 1, 2, 3, 4, 5 to indicate what you think would be a proper rating for this class:

Average of five classes is 4.4

As poor as any class could be	Better than the poorest	Like the average class	Better than the average	As good as any class ever is
1	2	3	4	5

Appendix E

February Student Feedback on Grading System

Jetton - Math

Question # 1

What grading system would you prefer?

(1)	letter grade	14
(2)	credit	0

Question # 2

Which way would you work harder?

(1)	letter grade	5
(2)	credit	2
(3)	no difference	7

The teacher was serving on a system-wide committee for reporting of grades.

Appendix E
(continued)

March Student Feedback on General Math and IPI Math

Jetton

General Math (16 students)			IPI (18 students)	
1. Work is lot of fun	6¼ %		27.8 %	
" " sometimes fun	62½ %	68 3/4 %	33.3 %	61.1 %
" " isn't much fun	12½ %		16.7 %	
" " isn't fun at all	18 3/4 %		22.2 %	
2. Work is very hard	0 %		11.1 %	
" " sort of hard	37½ %		38.9 %	
" " sort of easy	62½ %		38.9 %	
" " very easy	0 %		11.1 %	
3. Needed extra help few times		12½ %	11.8 %	
" " " several times		56¼ %	17.6 %	
" " " once or twice		25 %	58.8 %	
" " " not at all		6¼ %	11.8 %	

Appendix F (continued)

Tilghman Reading

Students Comments on High Spots of Independent Reading Unit

1. When you let us go to the library or outside
2. Having a full hour to read without interruptions
3. We got to read the books we wanted to
4. Going to library
5. We got to read half the class and talk the other half
6. Having more freedom
7. Reading the books you want to read
8. Reading with freedom, knowing you won't get into trouble for reading in class
9. Quietness in class helps me read better
10. Our teacher is very good at English and a good reading teacher, this helps me
11. You could read anything you wanted too - all most
12. No tests
13. Read at your own speed

Student Comments on Low Spots of Independent Reading Unit

1. When you got on to us for talking too much in the library (we deserved it)
2. None at all to me
3. None
4. Having to read the intire period - we should get at least 15 minutes off
5. Punishing the whole class for what some of the kids did, but not all

Appendix F

Tilghman Reading

Student Comments on High Spots of Reading Unit

1. Free period every two weeks, if here
2. The hangman
3. Class talk
4. Was talks with the teacher
5. Reading on the screen
6. Reading
7. Individual learning activities
8. The reading course
9. The Read paper back
10. The films we watch help me to read faster and understand what you read
11. Details
12. Main ideas
13. Worksheets
14. Cards
15. Doing the reader
16. The magazine
17. Discussing
18. Skill sheets related to reading
19. Free time
20. Learn to read better
21. The way our teacher teaches us
22. Homework
23. Control reading helps me
24. Reading and working together

Student Comments on Low Spots of Reading Unit

1. The days you were absent
2. No air conditioning
3. Worksheets
4. The reading on the reading machine
5. After lunch
6. Control reading
7. Context clues
8. Words
9. Inferences
10. Answering the questions about the films
11. Too easy
12. Control reading to fast
13. Have same thing every year

Appendix G

PARENT FEEDBACK

(Project Evaluation)

I. Has the attendance of your child improved during his year's experience with the Frederick Douglass Project?

_____ 1. A great deal
_____ 2. Somewhat
_____ 3. Not at all

II. Has his attitude toward school, his conduct and his personal pride improved while being in the project?

_____ 1. A great deal
_____ 2. Somewhat
_____ 3. Not at all

III. Have you seen progress made in his/her grades or study habits while being in the program?

_____ 1. A great deal
_____ 2. Somewhat
_____ 3. Not at all

IV. Would you approve another government funded program such as this for this child or another child in your family?

_____ 1. Yes
_____ 2. No

Appendix H

DRUG ABUSE WORKSHOP

TITLE: Getting Buttered

Objectives:

1. To acquaint students with reasons as to why people take drugs
2. To aid students in developing their thought processes whereby each student will decide for himself if the drug scene is where he wants to be

Introduction:

This workshop is not designed to preach sermons, give lectures, or force opinions on the "do's" and "don't's" of indulgence in drugs.

Observers -- Mrs. Janet Finger
Mr. Jack Still
Mr. John McMillan
Mrs. Shirley Thomas

Participants: Tenth grade students in the Frederick Douglass Project

Place: Reading laboratory, Shawnee High School

Time: Periods I - IV, April 1 - 5, 1974

Community Agencies Involved:

River Region Services
Louisville Police Department (narcotics division)
Temperance Society

Drug Passages from:

"The Addict in the Street"
"Is Dope Killing Our Musicians?"
"The Autobiography of Malcolm X"
"Manchild in the Promise Land"

Ten group leaders were selected by Mrs. Finger. During the opening session of the first day the students decided which group they would be in solely on the names of the leaders. These groups remained constant throughout the workshop.

First Day

Each group was given cases, written on paper, from which they were to identify symptoms of persons being on narcotics. These symptoms were to be listed on newsprint and placed on the wall.

Second Day

Students were given situations to role play and a movie was shown from which students were to identify body reactions to drugs. A gentleman from the Temperance Society gave a lecture, showed a film, and held a question-answer session.

Third Day

A narcotic's agent from the Louisville Police Department brought a drug display. He talked with the students about encounters he'd had with drug users, arrest, affects of drugs, and laws concerning drugs. Students examined the display and asked questions after the session.

Fourth Day

Two addicts from River Region Services who are going through a withdrawal period came for an informal discussion with each group. After the discussion groups an evaluation session was held by all groups using all the prints (day's summaries) to evaluate the week's work.

On Monday of the following week the group leaders were taken to visit the detoxification center.

The evaluation consisted of making new charts of symptoms at the end of the session, comparing them to the first day's charts and discussing in what ways their ideas had changed.

Appendix I

"Dealing With Causes of Behavior"

Waltman

FINAL EVALUATION

Do not put your name on this sheet. When you have finished, turn it in to your teacher. Feel free to make additional comments about any of the questions.

1. Do you think the content of this course has helped you to:

   a. understand some of the reasons for the behavior of others?

      YES (8) NO _____

   b. understand some of the reasons for your own behavior?

      YES (8) NO _____

   c. be aware of the alternatives involved in your decisions?

      YES (7) NO (1)

   d. understand what part emotion plays in the choices you make?

      YES (7) NO (1)

   e. discover what your values are?

      YES (7) NO (1)

2. Did you feel that you were accepted by the other members of the class?

   YES (8) NO _____

3. Did you feel that your opinions and ideas were important?

   YES (8) NO _____

4. Did you enjoy the work done in this class?

   YES (8) NO _____

5. Did you feel free to talk honestly with the teacher?

   YES (8) NO _____

6. What suggestions would you make for the improvement of this course?

   Answers: None at all, air conditioner, it was a good course.

7. Do you think the materials of this course will be useful to you in the future.

   YES (8) NO _____

Appendix J

AWARDS' DAY PROGRAM

Because this was the final year, the staff of the Frederick Douglass Project decided to have an Awards' Day Banquet for the students. Finances prevented us from giving a banquet, so on May 21, 1974 an Awards' Day Program was presented in the small auditorium.

Each student in the project was presented with a certificate for participation in the program. Plaques and/or certificates were presented to students in the following areas: academic, attendance, athletics, social-school services.

Two students each were selected from the ninth and tenth grades as Mr. and Miss Frederick Douglass. These were students, who according to the criteria and objectives of the program, would be least likely to dropout.

The program was attended by the administration and counseling staff of Shawnee Jr. and Sr. High Schools, parents, and staff of the Frederick Douglass Project.

Following the program all students were taken on a field trip to Ghost Town on the River (an amusement park).

A reporter from the Courier Journal attended our program and on May 22 an article appeared in the Courier Journal concerning the Awards Day Program. Later that day Michael Bateman, a reporter from WHAS T.V. called and asked for an interview. That afternoon Mr. Bateman and his cameraman came to interview Mrs. Stivers and students in the project. The interview appeared on both evening news broadcasts.

The awards program and the publicity received allowed our students to look back on their experience with Title VIII, the Frederick Douglass Project with pride.

Appendix J
(continued)

HIGHLIGHTS OF PROGRAM

1. Most Interested and Qualified Staff

Included on our staff were persons who served in many capacities which were not connected with the project.

a. A reading specialist
b. A minister
c. Parents
d. A recreational program director

These individuals served our students as counselors, teachers, coaches, big brothers and sisters, and parents for those who had one or none.

2. Access to Community Agencies

Park - Duvalle Health Center
California Community Center
Urban League
N.A.A.C.P.
River Region Mental Health Center
Community Ministers
Lyons Beauty Service
United Way
Beecher Terrace Clinic
East Louisville Health Center
Planned Parenthood
Teenage Parent Program
Temperance Society
Louisville Police Department
Metropolitian Social Services District
Department of Child Welfare
Upward Bound
Black Panther Party of America
Drug Abuse Center
Coca-Cola Bottling Company

3. More Supplies and Equipment

a. Paperback books in each academic area
b. Individualized units in mathematics and science
c. Instructional games
d. Cassette recorders for each classroom
e. Video tape machine
f. Incidental supplies (paper, pencils, clips, glue, clay, tape, etc.)
g. Audio-Visual equipment

4. Close relationship with each child by all staff members which aided in reducing discipline problems, better counseling and encouragement.

5. Parental Contact
   Without the help of the parents we could not have helped the child.

6. ECA Convention for staff

7. Drug Workshop for students

8. Charm School - 8th grade

9. EDL Laboratory - 8th grade with qualified staff

10. Field Trips

    a. Chicago, Illinois
    b. Washington, D. C.
    c. New York, N. Y.
    d. Atlanta, Georgia

Appendix J
(continued)

Shawnee program to stop dropouts gives last awards

By DELMA J. FRANCIS
Courier-Journal Staff Writer

Shawnee High School's Frederick Douglass Dropout Prevention Program celebrated its last awards day yesterday on a poignant, yet happy note for those students and faculty receiving special recognition.

Approximately 150 9th- and 10th grade students filed solemnly across the stage to receive their certificates, as parents watched proudly.

Cary Dickerson and Johanna Cannon, 10th graders, and Eric Rowe and Judy Bullitt, 9th graders, received the Frederick Douglass awards, signifying them the students least likely to drop out.

Without the Frederick Douglass project, one student, Rita Chappell, said, she would have "quite naturally dropped out. The program allows you more participation."

"I've never thought of dropping out," Tujuanna Britt said, "but I suppose it (the project) helped. They spent more time with us than they would have if we hadn't been in the project."

The Frederick Douglass project, which began in September 1971 as a Title VIII educational program financed by the federal government to help the Louisville public schools in dropout prevention, is being discontinued because of federal budget cuts.

Mrs. Anna Stivers, curriculum coordinator, said the project was named after Frederick Douglass, the black abolitionist, "in order to instill black pride in the students participating."